

**Questions and Answers Regarding the
Teacher Residency Capacity Grants Request for Applications (RFA)
December 20, 2021**

Questions Clarifying the Request for Application (RFA) or About the Teacher Residency Model:

1. **Question:** What do you mean on p. 5 of the RFA when you say, “innovative strategies?”
Answer: The Commission does not define this term. Local Education Agencies (LEAs) have unique local needs and strategies. Applicants may define innovative strategies as “something that has never been done before,” or as an adaptation of a best practice, or another way that supports the LEA’s local need.
2. **Question:** In Appendix F #4, how does the Commission determine if an applicant has a higher percentage of unduplicated pupils than other applicants?
Answer: It is expected that applicant responses match what was reported to California Department of Education (CDE). The data will be compared to those of other applicants.
3. **Question:** Is the intention for several LEAs to collaborate with one IHE provider?
Answer: This is a local decision. The legislation allows one or multiple partners.
4. **Question:** How does CTC define “new residency?”
Answer: A new residency pathway is one that does not currently exist in the applicant LEA. The LEA applicant may not currently administer a teacher residency program or may choose to develop one or more new teacher residency programs for a new credential(s) area for one or more areas identified in authorizing legislation:
 - (A) Designated shortage fields, including special education, bilingual education, science, computer science, technology, engineering, mathematics, transitional kindergarten, or kindergarten, and any other fields identified by the commission based on an annual analysis of hiring and vacancy data.
 - (B) Local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a local educational agency community’s diversity.
5. **Question:** What are the most significant differences between Residency Programs and Teacher Induction programs?
Answer: Teacher residency programs serve candidates who are enrolled in a teacher preparation program and are fulfilling their field work requirement on their path to earning a preliminary credential. Induction candidates are teachers who have already completed a teacher preparation program and have earned a preliminary credential or another authorizations/waiver that allows them to serve as a teacher of record and is working toward earning a clear credential.

Questions Regarding Designated Teacher Shortage Areas

6. **Question:** What are the other areas identified by the CTC?

Answer: Authorizing legislation allows for the Commission to name additional shortage areas. The Commission has not identified any additional shortage areas.

7. **Question:** Does “(b) recruiting, developing support systems for, providing outreach and communication strategies to, and retaining a diverse teacher workforce that reflects the LEA community’s diversity” mean that LEAs can focus on increasing diversity (regardless of the candidates’ credential area)?

Answer: Yes.

Questions About Who Can Apply for a Teacher Residency Capacity Grant

8. **Question:** Can programs apply for a new/expansion residency grant and a capacity grant?

Answer: Yes. Please see the Additional Information for Applicants section of the RFA.

9. **Question:** What if the LEA is large, can they apply with multiple IHE partners?

Answer: This is a local decision. The legislation allows one or multiple institution of higher education (IHE) partners.

10. **Question:** To clarify, the LEA needs to be the one completing the RFA?

Answer: Yes. Teacher Residency Grant funds are Proposition 98 funds which are only awarded to LEAs.

11. **Question:** Are the capacity grants open to non-profit non-public schools (NPS)s or only LEAs?

Answer: Teacher Residency Capacity Grants are open only to LEAs. Please see the definition of an LEA in Appendix A Section 44415.5 (b)(3) of authorizing legislation.

12. **Question:** Our county office currently has an alternative credentialing program for special education candidates, but we do not offer credentials for other high-need areas yet. Is it possible for us to offer the residency program for special education and our partner IHEs offer the residency program for other high-need areas?

Answer: This is a local decision. The authorizing legislation allows for this possibility.

13. **Question:** How does an LEA apply for a grant if the LEA runs the commission-approved credentialed program?

Answer: Authorizing legislation Section 44415.5 (a)(2) states that a “‘Teacher residency program’ is a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education...”

14. **Question:** Is it true that in order to apply for the capacity grant you must have an experienced mentor teacher within your LEA? Or does this grant allow you to build this out?

Answer: Authorizing legislation requires that a resident be placed in an experienced mentor teacher’s classroom once a program has been implemented. Capacity grants are planning grants and would allow an LEA applicant to build this structure prior to implementing a program in which residents are enrolled.

15. **Question:** Are charter organizations at any kind of disadvantage for accessing this funding?

Answer: The Teacher Residency Capacity Grant application must be submitted by a charter school with a CDS Code. It cannot be submitted by a Charter Management Organization (CMO). The applicant charter school may apply as a single school or as the lead applicant for a consortium of charter schools. The fiscal agent must be from the charter school that is submitting the proposal. Teacher Residency Capacity Grant funds are Prop 98 funds and can only be distributed to an entity with a CDS code. If the CMO is listed as the fiscal agent on the cover page, the application will be deemed ineligible.

16. **Question:** Can a Special Education Local Plan Area (SELPA) serve as the LEA for the Teacher Residency Capacity grant?

Answer: Yes, if the SELPA is an LEA. Authorizing legislation states that eligible grant applicants may consist of one or more, or any combination, of the following: a school district, a county office of education, a charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.

Questions Regarding Consortia

17. **Question:** If a consortium of districts applies for the Teacher Residency Capacity grant, must the matching funds be contributed by all partners?

Answer: This is a local decision.

18. **Question:** Do consortia need to designate a lead LEA?

Answer: Yes. The named LEA applicant will become fiscal agent for the grant.

19. **Question:** We are a small charter school. In order to be more competitive for this application should we form a consortium with another LEA?

Answer: This is a local decision. Legislation allows for single LEAs or consortia to apply, and there are no statutory priority points awarded to consortium applications.

20. **Question:** Are these applications more competitive when you apply as a consortium?

Answer: Legislation allows for single LEAs or consortia to apply, and there are no statutory priority points awarded to consortium applications.

21. **Question:** Why did the CTC shift from single LEAs to the potential for consortia applications?

Answer: There has not been a shift. The 2018 teacher residency grant authorizing legislation allowed multiple LEAs to partner.

22. **Question:** What are other potential permutations for consortia membership?

Answer: This is a local decision. A consortium is two or more LEAs partnering with one or more IHEs to plan or implement a residency program.

23. **Question:** Could one consortium submit multiple applications (from each LEA partner)?

Answer: The consortium submits one application, with the named LEA applicant serving as the fiscal agent. The grant funds will go to the fiscal agent to distribute to the other LEAs listed in the consortium.

24. **Question:** What is the cap on funding for a consortium model?

Answer: Funding cap is \$250,000 for Teacher Residency Capacity Grants is the same for all applications.

Questions Regarding Funding

25. **Question:** Is it ok to use money specifically for a coordinator of the program?

Answer: This is a local decision. The authorizing legislation allows grantees to use grant funds to pay for residency program staff costs.

26. **Question:** Can capacity grants be used for technical assistance (TA)?

Answer: Yes. Authorizing legislation allows this and the option appears on Appendix G, Budget Summary Form and Budget Narrative, under Consultants/Technical Support Provider.

27. **Question:** How much of the funding can be used for program staff? Can the funds be used to hire a full-time teacher on special assignment to assist with this program?

Answer: This is a local decision. Authorizing legislation and best practices indicate that investing a significant proportion of grant funds directly into resident development should be a priority for programs. Applicants may supplement the use of grant funds to pay for program staff salaries by allocating matching funds in this area.

28. **Question:** Does the \$25,000 include the LEA \$1 match? For example, if we are to match \$1, does that mean \$12,500 from the grant and \$12,500 from LEA?

Answer: The \$25,000 per resident cap is specific to the Teacher Residency Expansion and Teacher Residency implementation grants. Teacher Residency Capacity grant funds cannot be used to support residents and are capped at \$250,000 per award. The match requirement for all Teacher Residency grant programs is \$0.80 of local dollars per every one grant dollar. If the Teacher Residency Capacity Grant applicant was awarded \$250,000, they would need to contribute \$200,000 in matching (in-kind or actual) funds.

29. **Question:** Are program administration costs indirect costs?

Answer: Program administration costs can be indirect costs and those costs relating to management and administration of the grant.

30. **Question:** Can funds be allocated specifically for recruiting diverse candidates?

Answer: Teacher Residency Capacity grants are planning grants, and as such, grant funds cannot be used to recruit or serve residents. Allocating funds for recruiting diverse candidates is an allowable spending category for a Teacher Residency Expansion or Teacher Residency implementation grant award.

31. **Question:** I understand the matching funds for this grant are .80 cents to the dollar, what are allowable/unallowable sources of match?

Answer: Please see the RFA Appendix G for a list of allowable activities on which grant funding may be allocated. LEA applicants may use the same categories listed for their matching funds or add their own categories as determined by local need. LEA applicants will determine the source(s) of their own matching funds. The Learning Policy Institute has published a [series of articles](#) regarding how districts might use Federal recovery funds effectively that may be helpful to LEA applicants.

32. **Question:** Are we guaranteed to get \$250,000 if we receive an award?

Answer: Applications that are funded will receive the amount listed on Appendix G – Budget Summary and Budget Narrative worksheet.

33. **Question:** It appears that the 80% matching funds are to come from the LEA. Is this correct, or can the IHE partner contribute to matching funds?

Answer: This is a local decision. Matching funds may come from the LEA as well as from partner IHEs, whether in actual dollars or in-kind value.

34. **Question:** On page 16 of the RFA (Appendix A) the list of allowable funds includes: (d)(2) Stipends for mentor teachers, including but not limited to, housing stipends. Is this a typo? Are housing stipends for mentors or residents? Both?

Answer: This is not a typo. Teacher Residency Capacity Grant funds can be expended on mentors but not on residents.

35. **Question:** What are the total allocations for each round of residency and expansion?

Answer: The Commission has not set any limits on awards for each round. Authorizing legislation provides \$350 million for all Teacher Residency Grants: \$25 million for Teacher Residency Capacity grants with awards up to \$250,000, and \$325 million for Teacher Residency Expansion and implementation grants with awards up to \$25,000 per resident. The Commission will offer grant competitions until the \$350 million had been awarded.

36. **Question:** Can funds be used to recruit, select, and prepare mentor teachers?

Answer: Yes.

37. **Question:** Can IHEs act as consultants or technical support providers and be coded as such? Examples of IHE support: 1) plan and design the expanded or new teacher residency program, 2) assist with providing training or other professional development to staff, and 3) assist with other capacity-building related activities to help develop the capacity of the LEA-IHE partnership to implement the planned teacher residency program.

Answer: Yes. An IHE group or representative could be listed as a consultant or technical support provider in addition to other outside technical assistance support providers.

38. **Question:** Can the residency capacity grants be used to hire staff to support residency planning and “grow your own” / recruitment supports for PreK/TK/K?

Answer: Yes.

39. **Question:** We are seeking more details than the RFA provides on the .80/\$1 match required of this grant. We see that cash or in-kind is acceptable, but which funds may we use for match? For example, may we use Covid relief funding?

Answer: This is a local decision. The Learning Policy Institute has published a [series of articles](#) regarding how districts might use Federal recovery funds effectively that may be helpful to LEA applicants.

40. **Question:** Does the LEA match have to line up with the grant spending categories? For example, if we propose to spend grant funds on LEA salaries, do the matching funds need to come from the LEA salaries category as well?

Answer: No. The allocation of matching funds is a local decision.

41. **Question:** If capacity funds cannot be used to support residents, what would capacity funds go toward in the mentor stipend or release time categories?

Answer: Funds may be used to recruit, select, and prepare mentor teachers.

Questions From Existing Residency Programs

42. **Question:** Does an existing program have to expand or add to their program in order to take advantage of the capacity grant opportunities? Will there be opportunities to maintain quality of existing program structures?

Answer: It is expected that LEA applicants responding to this Teacher Residency Capacity RFA will plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years. Examples of Teacher Residency Expansion could include adding additional credential areas, increasing teacher diversity to reflect the LEA's community, adding additional teacher residents, etc.

43. **Question:** If I have an existing residency program, which new grants can I apply for?

Answer: This is a local decision. The legislation does not limit the number or type of grants to which an LEA or consortium could apply.

44. **Question:** If I have an existing residency program, do I have to apply for an expansion grant?

Answer: No. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

45. **Question:** How do I make my program equitable if I have 2018 grantees getting \$20,000 in support and 2021 grantees getting \$25,000 in support?

Answer: This is a local decision. The LEA grantee may consider allocating matching funds to increase the support to the residents in the 2018 Teacher Residency program or support residents in the 2021-22 program at the same level as in the 2018 Teacher Residency program.

46. **Question:** Given lessons learned, can capacity grant funds be utilized to strengthen existing partnerships with a focus on revising systems we found to not be effective (recruiting for example)?

Answer: Yes. These focused activities are appropriate to include in a capacity grant application. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for

Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

47. **Question:** If our LEA has a current teacher residency grant, can we still apply for the 2021-22 Teacher Residency Capacity grant to expand our district's capacity to offer the program or to build a new IHE partnership?

Answer: Yes. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

48. **Question:** If we have received a capacity grant previously, are we eligible for another one if it helps build new directions in the LEA-IHE partnership?

Answer: Yes. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

49. **Question:** Can currently funded grantees apply for a capacity grant?

Answer: Yes. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

50. **Question:** Can I use remaining 2018 capacity grant funds or these new funds to write an application for a teacher residency implantation or expansion grant in the spring?

Answer: Previously awarded funds could be used to support grant writing if that fits within the activities described and approved in the application submitted in 2018-19. Allocating teacher residency capacity grant funds to future grant writing projects is allowable as long as it is included in your budget narrative response to this RFA.

51. **Question:** Can our current residency district partners qualify for the capacity grant based on the criteria "planning to expand an existing LEA-IHE collaborative teacher residency" (p. 4) as they are also preparing to submit for the Expansion grant once that RFA is released? Or should we not apply for the capacity grant and only focus on the Expansion grant for our preexisting residency partnerships?

Answer: This is a local decision. The legislation allows for an LEA to apply for both types of residency grants.

52. **Question:** What about programs that want to build capacity a little bit but aren't starting a new residency. What about those that are just adding an IHE or an LEA to an existing model?

Answer: Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

53. **Question:** If LEAs have an existing partnership with an IHE and develop a new pathway, is this defined as a "new residency"?

Answer: Yes.

Question: If an LEA is already operating one TR programs, are they still eligible for a Capacity grant for a proposal to work with a new IHE?

Answer: Yes.

54. **Question:** Can an LEA apply to build capacity to maintain or strengthen an existing residency, whether or not they plan to also apply to launch or expand? For example, if you need to develop/strengthen your mentor development system in alignment with the characteristics and indicators, etc.

Answer: Maintaining an existing program with the exact same structure is not a capacity building activity. Strengthening an existing program, however, would be an allowable use of capacity funds. It is expected that LEA applicants responding to this Teacher Residency Capacity RFA will plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

55. **Question:** If one LEA is planning to expand or scale an existing residency, and planning to launch a new residency, can that LEA apply for two capacity grants (or potentially more?) Can those capacity applications total \$250K each? For example, our LEA is going to need to build capacity to expand two of our residency pathways and create/start two new residencies. Can we apply for four different capacity grants?

Answer: An LEA that is currently operating a teacher residency program could apply for a Teacher Residency Capacity grant to do the work described in this question. In the Teacher Residency Capacity grant application, the LEA applicant should describe how the additional capacity grant funds will be used to build a partnership with a different IHE or to serve residents in a different credential area.

Questions Regarding Planning for Implementation

56. **Question:** Can an intern be enrolled in a residency program?

Answer: Teacher residents are not the teacher of record. Per authorizing legislation Section 44415.5 (a)(2), residency programs are intended to support "...a prospective teacher teach[ing] at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework." Authorizing legislation does not address whether or not a resident is allowed to secure a part-time intern position beyond their residency hours.

57. **Question:** Can a multiple subject candidate be a resident?

Answer: Yes. Please refer to Appendix D in the RFA for a list of allowable residency program credential areas.

58. **Question:** Can we use the capacity grant money to pay stipends to residents?

Answer: No. Capacity grants are planning grants. These funds cannot be used to recruit or serve residents. This would, however, be an allowable spending category for a Teacher Residency Expansion or Teacher Residency implementation grant award.

59. **Question:** Are STEM residencies exclusively focused on single subject certifications or could it also be for multiple subject candidates who work in elementary STEM settings?

Answer: It depends on the type of credential being earned. The credential being earned must authorize the holder to teaching STEM related subjects in elementary settings.

60. **Question:** What about dual credential programs? Can a resident earning a dual multiple subjects and education specialist credential be hired in either field or do they have to be hired as a multiple subjects teacher? Can they be in two classrooms with two mentor teachers to satisfy the field work for both credentials?

Answer: The LEA and IHE partners would need to ensure that the resident's placement satisfies the field work requirements for both credentials being earned. Per legislative mandate, 1) a resident is defined as "...a prospective teacher teach[ing] at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework" and 2) after completing the residency program the resident would need to be hired to work in one of the designated shortage areas named in Appendix A.

61. **Question:** Is there a mechanism for remote rural counties without a credential program to access a residency program with remote coursework?

Answer: An LEA from a remote rural county would need to find one or more commission-approved teacher preparation program(s) offered by a regionally accredited IHE(s) that offer the teacher preparation program remotely and/or online with which to partner.

62. **Question:** Do we need to already know the candidates or can we work with the partner IHEs to find candidates?

Answer: No. The Teacher Residency Capacity grant is a planning grant to establish a partnership/program to implement a Teacher Residency Program at a future date.

63. **Question:** Can an applicant offer a program that allows a teacher to be in residency for 50% of the time and work for the district as a para-educator or teacher on a sub-standard credential the other 50% of the time?

Answer: Yes.

64. **Question:** Can we propose to create scholarships for a subgroup of residents, but not all?

Answer: This is a local decision. The legislation does not prohibit this.

65. **Question:** Can we build extended learning into our residency program? There is a need for trained extended learning staff in our area.

Answer: The Teacher Residency program being designed needs to serve residents earning a credential in one of the named designated shortage areas. It is possible for residents to be employed for up to 50% of the day in an extended learning setting while they are enrolled in a program. Authorizing legislation does not address whether or not a resident is allowed to secure a part-time intern position beyond their residency hours.

66. **Question:** How can the teacher residency mentors support ethnically and linguistically diverse candidates if the mentors are more than likely to be white and monolingual?

Answer: This is exactly the type of work that is intended with these capacity building funds. Funded grantees may use these funds to design a local solution to this challenge.

67. **Question:** Can an Early Childhood Education (ECE) BA program participate with the credential program on the residency program?

Answer: This is a local decision.

68. **Question:** Is there any way to enable LEAs' top mentor teachers' quality work be shadowed digitally with residency Students, especially observation, planning, reflection?

Answer: This is a local decision. The legislative mandate regarding mentoring is that a resident teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year. The observation of another excellent teacher is certainly an element that may be included into a residency pathway.

69. **Question:** How can a residency program help Early Childhood Education (ECE) professionals with permits, actually obtain a credential?

Answer: An ECE educator with a permit may choose to apply to a residency program.

70. **Question:** For current ECE teachers who work in a full day program, will there be Teacher Residency programs that offer courses in the evenings and weekends?

Answer: The Teacher Residency Program coursework and class schedule are set by the commission-approved IHE teacher preparation program in partnership with the LEA grantee. It is important to remember that during the teacher residency year, the resident teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year.

71. **Question:** Is eligibility for residency strictly for those who are enrolled in universities? Or can an individual with an earned M.A in C&I w/ emphasis in ECE participate who currently works in a school district?

Answer: Authorizing legislation Section 44415.5 (a)(2) defines a “Teacher residency program [as] a grant applicant-based program that partners with one or more commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.” The individual described in this question would have to apply for enrollment in a credential program.

72. **Question:** How could this grant be used for developing a residency program for TK?

Answer: Transitional Kindergarten (TK) requires an adult to student ratio of 1:12, so an LEA could develop a residency program where the second adult in the TK classroom is a resident who teaches at least one-half time alongside the mentor teacher for at least one full school year while engaging in initial preparation coursework for a multiple subject credential.

Questions Regarding Future Grant Competitions

73. **Question:** Do you anticipate having an application for Teacher Residency Grants in December 2022?

Answer: The Commission anticipates the need to offer multiple annual competitions for Teacher Residency Capacity, Teacher Residency Expansion, and Teacher Residency implementation grants until the \$350 million has been awarded. If less than \$25 million is awarded in Teacher Residency Capacity grants in the current round, the Commission

will hold an additional round of RFAs that could be before, during, or after December 2022.

74. **Question:** Does receipt of funding for the capacity grant require pursuit of additional funding via the next round of residency program grants?

Answer: Applicants responding to this Teacher Residency Capacity RFA should plan to apply for additional residency funds in competitions offered during the 2022-23 fiscal year or in future years.

75. **Question:** Will LEAs that apply for the Capacity Grant be allowed to apply for the expansion grant and teacher residency grant when they come out or will this disqualify them from applying for the other grants?

Answer: Being awarded a Teacher Residency Capacity grant will not disqualify an LEA from applying for the other types of grants in spring 2022 or during any other future competitions. It is expected that LEA applicants responding to this Teacher Residency Capacity RFA will plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

76. **Question:** Our residency funding ends in 2022 - we should apply for the third round, correct?

Answer: This is a local decision. The Commission encourages current Teacher Residency grantees to apply for future grant funds and to work toward independent sustainability.

Resource Requests

77. **Question:** Can you recommend an existing program in our local area to help us build out our teacher residency capacity program?

Answer: The California Teacher Residency Lab (Lab) is an organization that partners with the Commission to provide technical assistance support to our residency grantees and applicants. The Lab's Co-Directors are Jacquelyn Ollison and Shari Dickstein-Staub. Potential grantees are encouraged to reach out to them at residencylab@cdefoundation.org.

78. **Question:** If an IHE or LEA is interested in applying for a capacity grant but doesn't have an interested partner. Can you help us find potential partners?

Answer: The Commission cannot assist in finding potential partners. Interested IHEs or LEAs looking for partners could contact their county office of education or the California Teacher Residency Lab at residencylab@cdefoundation.org.

Questions Regarding Community College Participation with Residency Grants:

79. **Question:** Will there be a specific teacher residency project addressing permit holders attending community colleges to support transfer readiness?

Answer: At this time, there is no legislation for a special project targeting community college partnerships. However, potential grantees are encouraged to investigate the

possibility of partnering with their community college to further strengthen a local “grow your own” pipeline.

80. **Question:** Can we apply for Residency Grants as a CA Community College (CCC)?

Answer: No. Authorizing legislation states that eligible grant applicants may consist of one or more, or any combination, of the following: a school district, a county office of education, a charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.